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ABSTRACT

Frederick Community College (Maryland) utilizes both the Instructional Accountability Program Review (IAPR) and the Career Program Review (CPR) to assess program outcomes and determine progress in meeting goals and objectives. The IAPR is a comprehensive review procedure conducted by faculty and associate deans to evaluate all transfer, career, and general education programs. The review process consists of a report prepared by the program's associate dean and faculty, presentation of the report to an Instructional Review Committee and the Vice President of Academic Affairs, and revision of the report by the committee. The CPR is a review process designed specifically for career programs, utilizing the following criteria to determine career program viability: (1) that they provide students with a high quality, state of the art educational experience; (2) that they fulfill an ongoing, demonstrated need; and (3) that they be affordable to the college. Finally, when any of the preceding criteria are not met, programs are assigned a probationary status, while strategies for improving conditions are developed, including increased marketing and recruitment efforts, program modifications, and program redirection. (TGI)

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IMPLEMENTING A SUCCESSFUL FACULTY, DATA DRIVEN MODEL FOR PROGRAM REVIEW

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263

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BIOGRAPHICAL SKETCH

Dr. Suzanne Beal

Dr. Beal received her doctorate from the University of Maryland in English. She presently serves as the Vice President of Academic Affairs/Dean at Frederick Community College. Dr. Beal previously taught English to community college students. She has a special interest in student outcomes assessment, accountability and professional development for faculty.

Dr. Shirley Davis

Dr. Davis received her doctorate from George Mason University, Virginia. She presently serves as Associate Dean of Science and Technologies at Frederick Community College. Dr. Davis previously taught biology to community college students. She has a special interest in institutional and instructional accountability and professional development for adjunct faculty.

IMPLEMENTING A SUCCESSFUL FACULTY, DATA DRIVEN MODEL FOR PROGRAM REVIEW

Program review takes two forms at Frederick Community College; Instructional Accountability Program Review (IARP) and Career Program Review. Both programs are an extension of the College's outcome assessment activities. Both are based on faculty analysis of quantitative and qualitative data that relates to student and program goal achievement. The purpose of the program review structure at Frederick Community College is to assess the program's progress in meeting its stated mission, goals and objectives, and to remove any existing barriers to accomplishing these goals. Barriers may take the form of inadequate funding or staffing, professional development, training or facilities needs, and/or faculty or student support services.

The Instructional Accountability Review Process is a comprehensive review procedure that is applied to every program, transfer and career, and general education discipline. It focuses on trend data collected by the State and the College, as well as current student and faculty input. There is an emphasis on general education goal achievement, transferability and student success. Programs/disciplines are reviewed on a five year cycle by a committee of faculty from multiple disciplines and key administrators. A report is sent to the Vice President of Academic Affairs/Dean, as is a one-year follow-up report .

Career Program Review is specifically for career (A.A.S. degree) programs. Each career program is measured against the career program viability standards determined by the College. These viability standards are based on student goal achievement, job placement rates of graduates, community need and cost to the College. Career programs are reviewed each year by a committee of key college administrators and the department chair or program manager and the Vice Presidents of Finance and of Academic Affairs. A report is sent to the President.

To facilitate the reporting process, faculty and associate deans are provided the report format on disk, assistance form the offices of Admissions, research, and Finance, and a how-to manual. Data collection and survey distributions are encouraged to begin the semester prior to the review.

The Academic Affairs Division of Frederick Community College recognizes the importance of careful monitoring of its academic programs and disciplines as a means of meeting the College's mission of providing quality, accessible educational opportunities to the citizens of Frederick County, Maryland, and of achieving its primary goal of High Quality Instruction. In addition, both review programs speak to the value the institution places on its faculty, its students, the community it serves and their welfare, by providing a consistently high level of support to its academic programs.

Beal, Davis: Frederick Comm. College

INSTRUCTIONAL ACCOUNTABILITY REVIEW PROCESS

Instructional Accountability Review Process is a procedure by which faculty and associate deans study, analyze and evaluate a program of study (Drafting Technology Program) or a general education discipline (English). The results of this review (a report) is presented to a select committee of faculty and staff.

The Instructional Accountability Review Process serves the following purposes.

- It is an opportunity for the faculty to take a good, hard look at the program and courses in their discipline.
- It is an opportunity for the faculty to express the needs and values of a program or discipline to the Instructional area.
- It makes the faculty aware of the statistical reports and the data collections that are prepared by the College and the State.
- It brings closure to the past several years of faculty activities with respect to Instructional Accountability.

The review process consists of four major steps. The process applies to Programs of study listed in the catalog and to General Education Core disciplines for which no specific program is offered at FCC. Each program/discipline is reviewed every five years.

FOUR STEPS OF THE REVIEW PROCESS (Each component may not apply equally to career programs and general education core disciplines.

1. Associate dean and faculty prepare a report.

2. Associate dean and faculty present the report to THE INSTRUCTIONAL ACCOUNTABILITY REVIEW COMMITTEE for recommendations/suggestions.

3. The report is submitted, with committee recommendations/suggestions, to the Vice President for Academic Affairs for comments. These comments are can be in the form of recommendations, comments or further direction, and become part of the report.

4. The INSTRUCTIONAL ACCOUNTABILITY REVIEW committee will present the report with revised action plan to;
   - The faculty for follow up on the action plan.
   - The associate dean who will prepare a 12 month progress report which will be sent to the Vice President.
   - The Vice President's office where it will be kept on file.

INSTRUCTIONAL ACCOUNTABILITY REVIEW

REPORT FORMAT

Title page (1 page)

Dean's comments (1 page)

Table of Contents (1 page)

Executive Summary (1 page)

Description/overview of program or discipline (1 page)

Goals and Objectives (Copy of goals/objectives plus 1 page narrative. Appendices as necessary)

Student Outcomes Assessment (3-4 pages of charts and analysis plus 2-3 pages of narrative)

Curriculum (4 pages)
- Curriculum design
- Advisory committee support

Faculty and Instruction (2 pages)

Resources (4 pages)
- LRC support and holdings
- Student Development support
- Facilities and Equipment

Administration (3 pages)
- Productivity
- Program costs
- Trends for the future

Action Plan (as needed)

Appendices (as needed)

The final report should be no more than 25 pages, each component beginning as a separate page, and a few select items in an appendix.

ACADEMIC CAREER PROGRAM VIABILITY

Career programs at FCC constitute a central component of the instructional mission. Our programs are consistently striving to provide students with a quality education that will enable graduates to compete very favorably in the job market. To ensure that each of our career programs remains viable, the College has established the following set of viability criteria, along with standards by which the criteria will be measured. Career program viability will be monitored though the Career Program Review process

CAREER PROGRAM VIABILITY CRITERIA AND STANDARDS

1. All career programs will provide students a high quality, state of the art educational experience. To meet the quality criteria, a career program must conform to each of the following standards that apply to it.
   - Maintain accreditation and or certification
   - Maintain acceptable employer satisfaction rate
   - Maintain graduate pass rates comparable to national average.
   - Maintains transfer student success rate comparable to non-career program students.
2. All career programs must fulfill an ongoing, demonstrated need. Need for the program will be demonstrated in the following ways.
   - Program enrollment remains stable or increases. A decline in course enrollment or declared major of 15% in one year or 20% over two years jeopardizes program viability.
   - 60% graduates over the three year period have been employed in the field, transferred to a four year school, or have been employed in a related occupation or further training program.
   - Market analysis data which shows the availability of career opportunities.
3. All career programs must be affordable to the College. Affordable will be demonstrated by the following.
   - Direct program costs shall not exceed three times the College's average direct cost FTE for all academic programs.
   - If a program's ongoing direct costs exceed College standard, viability can be maintained if the difference is underwritten by external financial support from organizations or individuals specifically for that discipline.
   - Direct costs can also be reduced by extra fees charged to the program participants.

In addition to fulfilling the preceding criteria by maintaining the standards established, each career program must continue to meet the following expectations:

- Career programs must employ fully qualified faculty and staff.
- Each career program must have in place an active, approved advisory committee. The committee will be composed of program faculty and staff along with at least five (5) members from outside the College directly involved as practitioners in that career field. College staff involved in public relations, publications and advertising, resource development and planning/research may be invented to participate as committee consultants.
- Each career program must continue to offer a schedule of courses which meets the needs of the students.

PROCESS FOR REVIEWING PROGRAM VIABILITY

The Program Review Committee will review with the program manager each career program at least once a year to determine if published criteria and necessary conditions are being met. (This committee includes the VPAA and Dean; all instructional administrators who are involved in career programs; other instructional administrators who are asked to participate; administrators from Admissions, Research, Finance, Student Placement Office and designated faculty).

When any of the preceding criteria are not being met, the College will intervene to attempt to reinstate program viability. At this point the Program will be given a probationary status for the purpose of triggering strategies designed to improve conditions. The strategies may include but are not limited to:

Increased marketing and recruitment efforts. The associate dean of the division will, along with program managers, admissions personnel and college relations, develop a targeted marketing plan for the program.

Program changes. The associate dean with the program managers will undertake a curriculum analysis for the purpose of determining instructional currency, trends in the program area, alternative directions or additions to program.

Program redirection. The associate dean with the program manager will explore alternative structures and delivery systems. (eg. alternative sequences and time frames, continued education) .

The associate dean and program manger will present to the VPAA a comprehensive plan for program improvement and a recommendation for the length of the probation. At the conclusion of the probation, the Program Review Committee will reconsider the program and recommend to the VPAA: 1.) restoration of the program to approved status, 2.) extending probationary status or 3.) program termination or discontinuance.

If a program is discontinued, the College will make every effort to redirect faculty into other areas where their skills may be needed. The College will, when possible, provide retraining opportunities to faculty displaced by program discontinuance.